Stege Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Stege Elementary School
Street	4949 Cypress Avenue
City, State, Zip	Richmond, CA 94804-4499
Phone Number	(510) 231-1425
Principal	Kim Moses
E-mail Address	Kmoses@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1214
Grades Served	K-6
CDS Code	07-61796-6004972

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

At Stege School our focus is on increasing the achievement of all students. Our program has been enhanced to include a well-rounded experience which incorporates effective classroom instruction, exposure to the arts, increased digital learning experiences, and leveled instruction to ensure consistent enrichment and academic intervention. Stege is a Title I school that focuses on community support as well as academic excellence. The mission of Stege Elementary is to serve all students effectively to meet their current needs and ensure student growth for future college and career readiness. We encourage parent participation in our school and count on our parents as partners in the education of our children. Stege offers after school program services to students which are aligned to the school day focus and provides academic support as well as arts enrichment. At Stege School, students will become strategic learners and critical thinkers for academic success, present and future.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	70
Grade 1	44
Grade 2	49
Grade 3	45
Grade 4	39
Grade 5	39
Grade 6	49
Total Enrollment	335

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	54.3
Asian	9.9
Filipino	1.2
Hispanic or Latino	20.9
Native Hawaiian or Pacific Islander	1.5
White	3.9
Two or More Races	0.9
Socioeconomically Disadvantaged	93.4
English Learners	25.1
Students with Disabilities	10.4
Foster Youth	2.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	14	15	16	16
Without Full Credential	0	0	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.3	6.7
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Stege students have full access to all Board adopted core curriculum materials. Supplemental curriculum is available for use by the teaching staff, as needed.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-5) Wright Group/Macmillan-McGraw Hill	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Scott Foresman Science K-5 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facility supports teaching and learning in that we have the necessary number of classrooms, adequate playground, and staff rooms for our current enrollment. Stege was constructed in 1943 and 1944. The Stege staff works collaboratively to maintain a clean, safe, and friendly atmosphere.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Check air unit-RR by office;
Interior: Interior Surfaces		X		Repair sheetrock and paint; Repair floor tiles; Secure bookcases
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Replace toilet seat-girls RR by rm 9; Replace sink buttons; Paint floors; Tighten faucet in restroom; Tighten seat cover dispensers
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Replace exterior windows; Adjust door closers; Paint all exterior doors; Replace blinds

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	11	32	44
Mathematics	2	22	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	46	44	95.7	73	18	2	2
	4	42	40	95.2	83	3	5	0
	5	42	41	97.6	61	24	2	2
	6	43	43	100.0	47	23	26	2
Male	3		23	50.0	78	13	0	4
	4		28	66.7	82	0	4	0
	5		20	47.6	70	20	0	0
	6		15	34.9	53	20	20	0
Female	3		21	45.7	67	24	5	0
	4		12	28.6	83	8	8	0
	5		21	50.0	52	29	5	5
	6		28	65.1	43	25	29	4
Black or African American	3		28	60.9	82	14	0	0
	4		22	52.4	77	5	5	0
	5		25	59.5	72	20	0	0
	6		23	53.5	43	35	17	0
Asian	3		4	8.7	--	--	--	--
	4		5	11.9	--	--	--	--
	5		3	7.1	--	--	--	--
	6		8	18.6	--	--	--	--
Filipino	6		1	2.3	--	--	--	--
Hispanic or Latino	3		10	21.7	--	--	--	--

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		9	21.4	--	--	--	--
	5		9	21.4	--	--	--	--
	6		7	16.3	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	2.2	--	--	--	--
	4		1	2.4	--	--	--	--
	5		0	0.0	--	--	--	--
White	3		1	2.2	--	--	--	--
	4		2	4.8	--	--	--	--
	5		2	4.8	--	--	--	--
	6		4	9.3	--	--	--	--
Socioeconomically Disadvantaged	3		38	82.6	71	18	3	3
	4		39	92.9	85	3	5	0
	5		37	88.1	68	22	3	3
	6		43	100.0	47	23	26	2
English Learners	3		13	28.3	62	23	0	8
	4		14	33.3	93	0	7	0
	5		9	21.4	--	--	--	--
	6		10	23.3	--	--	--	--
Students with Disabilities	3		9	19.6	--	--	--	--
	4		4	9.5	--	--	--	--
	5		2	4.8	--	--	--	--
	6		4	9.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	46	42	91.3	76	19	2	0
	4	42	39	92.9	85	8	0	0
	5	42	40	95.2	80	13	0	0
	6	43	43	100.0	67	19	5	2
Male	3		22	47.8	82	14	5	0
	4		29	69.0	86	7	0	0
	5		20	47.6	80	15	0	0
	6		15	34.9	60	27	7	0
Female	3		20	43.5	70	25	0	0
	4		10	23.8	--	--	--	--
	5		20	47.6	80	10	0	0
	6		28	65.1	71	14	4	4
Black or African American	3		27	58.7	89	11	0	0
	4		20	47.6	80	5	0	0
	5		24	57.1	83	4	0	0
	6		23	53.5	78	9	4	0
Asian	3		4	8.7	--	--	--	--
	4		5	11.9	--	--	--	--
	5		3	7.1	--	--	--	--
	6		8	18.6	--	--	--	--
Filipino	6		1	2.3	--	--	--	--
Hispanic or Latino	3		9	19.6	--	--	--	--
	4		10	23.8	--	--	--	--
	5		9	21.4	--	--	--	--
	6		7	16.3	--	--	--	--
Native Hawaiian or Pacific Islander	3		1	2.2	--	--	--	--
	4		1	2.4	--	--	--	--
	5		0	0.0	--	--	--	--
White	3		1	2.2	--	--	--	--
	4		2	4.8	--	--	--	--
	5		2	4.8	--	--	--	--
	6		4	9.3	--	--	--	--
Socioeconomically Disadvantaged	3		37	80.4	78	19	3	0
	4		37	88.1	86	8	0	0
	5		36	85.7	83	11	0	0
	6		43	100.0	67	19	5	2

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
English Learners	3		12	26.1	58	25	8	0
	4		15	35.7	93	7	0	0
	5		9	21.4	--	--	--	--
	6		10	23.3	--	--	--	--
Students with Disabilities	3		9	19.6	--	--	--	--
	4		4	9.5	--	--	--	--
	5		2	4.8	--	--	--	--
	6		4	9.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	17	8	5	46	48	46	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	5
Male	5
Female	4
Black or African American	0
Asian	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	2
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.70	11.90	21.40

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Stege School values its partnerships with our parents and the community. We encourage parents to participate in the School Site Council. The School Site Council meets each month to discuss and manage the school plan and make budgetary decisions to support our programs. Stege also has a community room on site where our Community Coordinator can be found each day. The Community Coordinator organizes volunteer projects and supports families to strengthen the bond between home and school. Stege encourages parent partnership in learning by offering Parent Nights four times per year. The parent nights promote strategies for promoting literacy, mathematics, science, and the arts at home. We encourage parent volunteers to support our school and its programs. For volunteer information, please call the office at (510) 231-1425 and ask for our Community Coordinator, Anabel Baron.

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	10.66	10.98	8.48	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Date of Last Review/Update: October 2015; Date Last Discussed With Staff: November 2015

Safety issues are reviewed and discussed at monthly staff meetings. Emergency drills reviewed include fire, disaster, as well as shelter in place and lock-down drills. REMS: Readiness and Emergency Management for Schools are posted in every room. All visitors MUST check-in before visiting classrooms. Additional staff provides supervision during morning recesses. We have several after-school programs with trained staff that monitor the students after school.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	2		22	1	2		24		3	
1	28		2		28		2		22		2	
2	26		2		25		2		25		2	
3	26		2		26		1		23		2	
4	33			1	30		2		20	2		
5	33		1	1	30		1		20	2		
6	32		1		31		1	1	25		2	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.67	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.60	N/A
Resource Specialist	2.00	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7470.15	$5648.13	$1822.03	$50442.35
District	N/A	N/A	$9628.10	$56383.71
Percent Difference: School Site and District	N/A	N/A	-81.1	-10.5
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-65.9	-30.9

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Stege School include:

ESEA Title I
Economic Impact Aid
21st Century Cohort 4
Healthy Start-ASLSNPP
Special Ed-E

Gifted & Talented Ed-E
Local Control Accountability Plan - Full Service Community School

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,572	$43,165
Mid-Range Teacher Salary	$57,903	$68,574
Highest Teacher Salary	$77,623	$89,146
Average Principal Salary (Elementary)	$88,724	$111,129
Average Principal Salary (Middle)	$94,047	$116,569
Average Principal Salary (High)	$105,032	$127,448
Superintendent Salary	$227,250	$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

At Stege School we recognize that continued student success requires continued growth among staff members. Our staff development focus is on effective planning and quality instruction in all curricular areas. Teachers meet every Wednesday for a minimum of 50 minutes to collaborate on student data, instructional practices, and effective planning in the areas of RLA, ELD, and Math. In addition, one Wednesday each month, a full staff Professional development is led by the Principal and Lead teachers to focus on school wide needs in literacy and technology. All teachers received two full days of Common Core Training (RLA, ELD, and Math) prior to the start of the school year, and additional training in Restorative Justice Framework, Mindful Life Practices, Classroom Management Strategies, and STEM. We have an RLA Coach on site 2 days per week, a Mathematics Coach for teachers in grades five and six, and a shared technology coach on call. In addition to PD and Coaching on site, our district curriculum and instruction department frequently offers a variety of trainings, during and after school. The administration team informs and encourages all teaching staff members to participate in professional development opportunities.